

Module: Psychology for Health and Social Care. {BMHP4003}

Topic: Applying Childhood Cognitive Development in Health and Social Care. {Task1}

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INTRODUCTION

In this academical essay, I will be looking at childhood cognitive stage of developmental psychology. Because according to American Psychological Association. (Brazier, 2018) That psychology can be define, as the study of behaviour and mind how they work, likewise the impact of the mind on the way we do things. Also (Levin, 2011) Stated that childhood progression refers to growth and development of the physical, social, emotional and cognitive personal experience from infancy down to adolescence.

For parents or any caregivers to understand the way children changes or passed through growth and development is a very crucial aspect of parenting, as new-born and children pass their stage they may come across difference types of challenges and some common problem that may occur during these periods as the try to interact and understand the word around them. (CHOC, 2020)

PIAGET THEORY OF CHILD COGNITIVE DEVELOPMENT.

Jean Piaget is a developmental psychologist from Switzerland that study children around early twenty centuries, while is philosophy is based on cognitive or intellectual development that focus on children from infancy through to adolescence, and their behaviour in all this stage of progression. (Marcin, 2018)

SENSORIMOTOR: This is the first stage of Piaget theory that come along with 6 substages within this period of development which start from birth to about one and half year to two years old, and during this time the believed that object permanence meaning, child knowledge to understand that objects still exist even if it is hidden or cannot be seen. And all things learned in this stage is trial and error or due to experiences because of characteristic that include motor activity without the help of a symbols. (Cherry, 2019)

SUBSTAGES.

Reflexes – this is the early stage of sensorimotor which start from new-born to one month, at this time reflexes are the only way that infants try to explore and understand their environment and using their reflexive responses like sucking, startling and rooting are how he or she will try to communicate with surrounding.

New Schemas – is the second in sensorimotor substages which happen between 1 month to 4 months. This new habit of sucking her thumb and rooting because she realized is enjoyable and they will start repeating the action because is pleasurable this we now lead to the formation of the new schemas.

Intentional Actions – in Piaget substages of sensorimotor he referred to this period as secondary circular reactions which come around four months to 8 months, this is the time infants we begin and started paying more attention to the things within their environment. They can even do or carried out some action just to get a response.

Greater Exploration – this is between eight months to a year old, at this time doing something intentionally become much more evident. Babies can just pick up a toy shake it for the sake of the sounds it going to produce and their responses to the surrounding become more coordinated and cohesive.

Trial-and-Error – is the fifth stage of sensorimotor substages it starts from one year to one and half year, at this time infants will started experience tertiary circular reactions, they will be doing things. just to seek the attention of parents or caregiver and most of the things they will be doing at this time might involve trial-and-error.

Object Permanence Emerges – at this time Piaget believe representational thinking will begin to emerge this is between 18 to 24 months, this is the time they can be able to assemble mental representations of things, because now they can symbolically think about even when objects are out of sight continuing to exist, this showed they have been able to understand the word object permanence. While some might lack the knowledge of object permanence and get angry thinking the item has disappear because is out of sight.

THE PREOPERATIONAL STAGE: This normally happen around 2-7 years, the child will still focus on the object permanence and continues to enhance abstract way of reasoning. This may come with developing some powerful talking skills and using of language and character to represent things or events that they might have come across in the past. (Kandola, 2019) and within this time there are five important behaviours the child we start showing.

Imitation. This is the time they start coping someone character and acting the way the person is behaving, haven if the person cannot be seen because they learn best by doing it.

Symbolic play. At this moment intelligence is showcase with help of symbols by using one thing as a substitute for another for example demonstrating a stick as if is a sword.

Drawing. This comes with both symbolic action and imitation, it will start just like a scribble and transform into more looking exactly abstract representations of things and human.

Mental imagery. This when the child can reflect about many things in their mind and they may even ask you about name of something just to store it their memory.

Verbal evocation of events. Within this period that he or she can now talk to represent or describe human, things and event from their past and egocentric behaviours predominates this period, which means they only see the world from their own point of view and refused to see how other think.

CONCRETE OPERATIONAL: This stage comes second to last in Piaget theory, and it start from 7 to 11 years, and is characterised by the improvement of rational and organized way of reasoning also they started moving away from egocentric habit because this stage is the main turning point in their reasoning mentality. (McLeod, 2010) Because it marks the start of concrete or operational thinking, at this time they are more conservation meaning they can know if things remain the same amount even if it changes it appearance.

FORMAL OPERATIONAL: This starts around age twelve and went on till 18 years adulthood, the moment adolescents come inn in this stage they now have the knowledge to reasoning in an abstract way, by solving ideas in their brain without anyone telling them what to do or physically seeing the problem. By now they do not need trial-and-error approach, they can do some mathematic calculation, reasoning creatively and ability to understand what is going to be the outcome of an action.

ERIK ERIKSON: Who invented one of the best know and influential theory of human development that focus on psychosocial rather than psychosexual development by Sigmund Freud. He also believed that personality progress as you move from one stage to another and likewise the impact of

social experience, conversation and relationship contribute to the growth and development of human beings. (Kendra, 2020) for this reason, I will be choosing Trust and Mistrust from his theory as my related lifespan psychological ideas.

Trust and Mistrust: This is from birth to approximately one and half year of age is the first stage of Erik Erikson theory of psychosocial development, within this period he said the babies has not got a clue about the world they live and their only hope is to look unto parents or caregivers for consistency, stability and reliable care (things like hugging, stimulation, warmth and food) if they are met all the time, the infant will now develop a sense of trust that will make them to feel secure even when threatened, which they will now take with them to the other stage of development. But in a case where these basic needs are not met consistently, anxiety, suspicious and mistrust may develop and may lead to a situation whereby he or she may lose confidence in the world around them or the power to influence things. (Saul, 2018) but if the babies succeed in this stage, it will lead to virtue of hope were he or she we have some sort of confidence that if a new problem occurs there is possibility that there will be someone to help.

Because failure to achieve the virtue of hope will make them likely grow up with a sense of mistrust for the people of the world and the ideas can be link to what Piaget called Trial-and-Error that comes fifth place in his sensorimotor substages.

Identity vs Role Confusion: This is going to be my second related lifespan psychological theories, which is still from Erik Erikson psychosocial development idea starting from ages 12-18 years. In this adolescence period children now meet with the problem of role confusion vs identity. (Lumen, 2019) Their main objectives are to discover yourselves by knowing your own goal, ideals and values. Because within this stage there will struggle with question such as, what I really want to do with my life and who am I? Along the way, because there is not still an adult they will try to explore difference ideas, role then set goal and try to be established adult life.

Children who successfully passed through this stage will have a very strong sense of identity, even in the face of problem and other people's perspectives they remain true to their value and beliefs. But when adolescents are apathetic, they fail to make some conscious search for identity or maybe are pressured to conform to caregiver thinking for the future, this may lead to weak sense self believe and face role of confusion, which they will also be unaware of identity and likewise confused about the future. This is what Piaget regard as Formal Operational Stage in his cognitive development theory.

Piaget Childhood Cognitive Development Behaviourism Table:

STAGES	COGNITION	EMOTIONS	BEHAVIOR
Sensorimotor stage: Birth to 1month.	Study environment through inborn reflexes	Crying, sleeping.	Looking and sucking.
One month to four Month	New schemas, thinking because he finds pleasure in something and he or she would like to repeat it.	Learns how trust parent, carer and environment.	Roll over and reach out for things.

Intentional Actions. 4 months to 8 months	Curiosity, interested in the surrounding and started imitating sound	Try to show distress when seeing strange face	Play with feet, rock stomach for pleasure, sitting and crawling.
Greater Exploration, 8 months to 1 year.	Symbolic ideas and discrimination between caregiver and others.	May start to show stubbornness.	Pulls to standing position and pointing to picture in response of reply.
Trial and Error. 1 year to 1 year 6 months.	Enhance he or herself through coping complex character.	Social interactive and emotional attach to toys.	Walking and running around.
Object permanence emerge. 18months to 24months	Using more difficult toys and know things that are for specific purpose.	Recognize discomfort in parent and look for things for security.	Climbing and jumping.
The preoperational stage. 2years to 7years	Magical and logical thinking and start assuming the role of others.	Control emotion, self-esteem depends on what other tell him or her.	Toilet train, throwing ball and social skill improve.
Concrete operational, 7years to 11years	Know the difference between character and intent, also see to other people viewpoints.	Asked some question about pregnancy.	Takes on more responsibilities at home and get involve in more team game.
Formal operational. 12years to 18years.	Thinking about thought that can lead to self-analysis and create identity for him or herself.	Flirting and kissing	Spending more time playing with friend.

Research article papers:

Title: Lost to NHS.

Date: February 2016.

By: Natasha Doran, Fiona Fox, Karen Rodham, Gordon Taylor and Michael Harris.

<http://www.bjgp.org/content/bjgp/66/643/e128.full.pdf>

Title: The trial is owned by the team.

Date: April 2016

By: Sean Strong, Sangeetha Paramasivan, Nicola Mills, Caroline Wilson, Jenny L. Donovan and Jane M. Blazeby.

<http://www.trialsjournal.biomedcentral.com/track/pdf/10.1186%2fs13063-016-1341-1.pdf>

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Title: English Stop-Smoking Services: one-year outcomes.

Date: December 2016.

By: Linda Bauld, Rosemary Hiscock, Fiona Dobbie, Paul Aveyard, Tim Coleman, Jo Leonardi-Bee, Hayden McRobbie and Andy McEwen.

<http://www.proquest-com.ezproxy.uwtsd.ac.uk/docview/1848800734>

CONCLUSION:

This essay has really help me to understand the way children progress from new birth right down to adolescent and how they try to communicate with their environment, seeing new -born babies crying now I will know what he or she need, maybe attention or hungry.

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